

ACADEMIC AFFAIRS AND PROGRAM COMMITTEE
March 18, 1999
EXECUTIVE SUMMARY, ATTACHMENTS AND COMMITTEE REPORTS

1. Minutes of the Academic Affairs & Program Committee Meeting:

January 25, 1999

COMMITTEE ACTION:

To agree by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on January 25, 1999 as written (Item 1, attached).

Item 1

ACADEMIC AFFAIRS AND PROGRAM COMMITTEE

Unapproved Minutes

Ah Fong Room, Student Union Building

Boise State University

Boise, Idaho

January 25, 1999

1:15 p.m. - 2:30 p.m.

PRESENT:	Judith C. Meyer, Chair, SBOE	Jonathan Lawson, ISU
	Harold W. Davis, SBOE	Rita Morris, LCSC
	Jerry Beck, CSI	Brian Pitcher, UI
	DeVere Burton, SDVE	Luke Robins, EITC
	Tom Farley, SDE	Robin Dodson, OSBE
	Jerry Gee, NIC	Lynn Humphrey, OSBE
	Daryl Jones, BSU	

1. MINUTES OF THE ACADEMIC AFFAIRS & PROGRAM COMMITTEE MEETING:

ACTION: It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on November 19, 1998 as written.

2. MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS & PROGRAMS MEETING:

ACTION: It was agreed by consensus to accept the minutes of the Council on Academic Affairs and Programs meeting held on October 22, 1998 as written.

3. FIRST READING OF POLICY CHANGE: Experiential Learning Policy

Dr. Robin Dodson explained that the Board's Chief Legal Officer advised him that first readings of policy changes must go before the full board for approval, as is the case with final readings. In the past, first readings had been approved by the Committee only.

The draft changes to the Experiential Learning Policy make a distinction between Experiential Learning (work and life experiences) and Prior Learning, which is credit through Advanced Placement, CLEP or the American Council on Education. The Policy also is consistent with language about experiential learning from the Northwest Association of Schools and Colleges.

In response to a question from Mr. Davis, the awarding of credit for experiential learning through a portfolio review was described. There are also other mechanisms on the campuses to award credit such as challenge exams. However, some institutions are more liberal in the award of credit for experiential learning than are others, which initially prompted the review and development of a statewide policy in the mid to late 80s.

The academic officers related some reservations on the campuses about the proposed policy changes. For example, it was suggested to perhaps eliminate the term experiential learning in favor of simply prior learning. The academic officers were in favor of discussing this item at the February 9, 1999 CAAP meeting. Given the questions raised by some academic officers, Ms. Meyer and Mr. Davis were not comfortable bringing the policy change to the Board for first reading.

Other items related to the proposed policy change that were discussed included CSI's practice of awarding prior learning credit for a specific course and how those credits are reported and identified on a transcript, as well as the current policy of the Northwest Association of Schools and Colleges (NWASC) of not awarding more than 25% of degree credits from prior learning experiences.

ACTION: It was agreed to recommend to the full board that they table for first reading modifications to the Experiential Learning Policy as exhibited in Item 3.

4. FIRST READING OF POLICY CHANGE: Articulation and Associate Degree Policy

Dr. Robin Dodson mentioned that the proposed modification to the current Articulation and Associate Degree Policy reflects the Board's goals to enhance seamless education between applied and academic programs. In response to a question from Ms. Judy Meyer, it was clarified that the articulation policy and agreement includes only Idaho colleges and universities.

Dr. DeVere Burton requested clarification on whether other English courses could meet the Communication requirements outlined on Page 21. The consensus was that if the English course contained writing components it could be considered as meeting the Communication requirements. Dr. Burton also requested that the Computation ranges on page 21 for courses and credits be increased to 1-2 courses and 3-9 credits.

Although the academic officers had been e-mailed a copy of the revised policy in December, committee members were again concerned that this policy change had not previously been discussed by CAAP. In addition, because there are other issues that need to be worked out such as who finds the courses comparable, and identifying which courses from the university core will meet the components of the A.A.S. degree, the Committee did not feel comfortable approving this policy for first reading. Ms. Meyer asked the academic officers to bring the policy back for first reading after they have discussed the policy and addressed some of the issues raised today.

ACTION: It was agreed to recommend to the full board that the first reading modifications to the Articulation and Associate Degree Policy be tabled.

5. NEW ACADEMIC/TECHNICAL PROGRAMS: Council on Academic Affairs and Programs Recommendations (Items 5a-5d)

a. Notice of Intent – A. S. Sign Language Studies, ISU and CSI

The A.S., Sign Language Studies is a cooperative program between CSI and ISU. It utilizes existing resources at both institutions and has been developed so that students can take coursework or complete the degree at either institution. Further, graduates of this A.S. program may also elect to articulate into the Bachelor degree program in this discipline.

Drs. Jonathan Lawson and Jerry Beck added that joint A.S. and B.S. degrees in this discipline are in the best interests of students, are long overdue and apologized for the delay in developing the programs.

The Council on Academic Affairs and Programs (CAAP) reviewed this NOI for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this request from ISU and CSI without the development of a full proposal.

ACTION: It was agreed by consensus to forward to the full board for its consideration and action the Notice of Intent, Associate of Science, Sign Language Studies submitted jointly by Idaho State University and the College of Southern Idaho with a recommendation to approve.

b. Notice of Intent – B. S., Educational Interpreting, ISU and CSI

The College of Southern Idaho and Idaho State University jointly developed a cooperative Sign Language Interpreter program (Item 5a, above) at the A.S. level with transfer to a B.S. degree. Students may take the lower division coursework for the B.S., Educational Interpreting at either institution; however, the B.S. degree in this field will be awarded by Idaho State University.

In response to Ms. Meyer's question, Jerry Beck stated that the courses are delivered through technology and telecommunications to each of the campuses and to other locations including the School for the Deaf and Blind. However there are problems with the delivery from north to south because of technical and fiscal problems involving the Public Utilities Commission. Ms. Meyer planned to bring that problem to the attention of the full board and the Legislative Affairs Committee.

As is customary, the Council on Academic Affairs and Programs (CAAP) reviewed this Notice of Intent for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this joint request from ISU and CSI without the development of a full proposal.

ACTION: It was agreed by consensus to forward to the full board for their consideration and action the Notice of Intent, Bachelor of Science, Educational Interpreting submitted jointly by Idaho State University and the College of Southern Idaho with a recommendation to approve.

c. Notice of Intent – A.A.S. and Technical Certificate, Human Services Associate, CSI

Dr. Jerry Beck explained that the College of Southern Idaho's service area has a high number of students wishing to enter health related programs, and the region has many available jobs. In response, the CSI has developed several high demand programs in health related fields within the last couple of years, including this new Human Services Associate program. These programs are being funded out of capacity building funds.

Dr. Beck explained that this program will have many students dually enrolled at CSI and in area high schools, particularly the ARTEC. Students enrolled in the high school Health Occupations Year I will have the opportunity for advanced placement into the Human Services programs. Related Instruction and Technical Support components include technical and academic courses that make up the Allied Health Core curriculum. Articulation agreements are already in place to facilitate transfer of these courses among the Allied Health programs at all state technical colleges in Idaho.

Dr. Robin Dodson reported that the Council on Academic Affairs and Programs (CAAP) reviewed this NOI for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this request from CSI without the development of a full proposal.

ACTION: It was agreed by consensus to forward to the full board for their consideration and action the Notice of Intent, A.A.S. and Technical Certificate, Human Services Associate submitted by the College of Southern Idaho with a recommendation to approve.

d. Notices of Intent – A.S., Mathematics and A.S., Political Science, ISU

Dr. Robin Dodson reported that the Council on Academic Affairs and Programs (CAAP) reviewed these NOIs for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval of this request from ISU without the development of full proposals.

Dr. Jonathan Lawson explained that in an effort to fulfill Idaho State University's community college mission, ISU is proposing to offer an Associate of Science in Mathematics and an Associate of Science in Political Science in both Pocatello and Idaho Falls. These associate level programs provide transfer options for current students who are leaving the university short of the baccalaureate degree or terminal options for students who are entering the work force after two years. All of the courses necessary for this degree currently exist at ISU.

Similar programs are available at CSI, NIC, Ricks and LCSC. These programs do not require additional fiscal resources nor the reallocation of resources.

ACTION: It was agreed by consensus to forward to the full board for their consideration and action the Notices of Intent, A.S., Mathematics and A.S., Political Science submitted by Idaho State University with a recommendation to approve.

6. CAPACITY DEFINITION

Dr. Robin Dodson briefly mentioned that at the November 1998 State Board of Education meeting, the question of how to define or determine capacity was raised within the context of the broader discussions of Information Technology Programs, Program Capacity and Non-Resident Tuition and WUE tuition waivers. Consequently, the Council on Academic Affairs and Programs (CAAP) discussed this issue at its December 9, 1998 meeting and developed Item 6 (Page 28) for Board discussion and consideration.

Because of time constraints it was agreed to defer this item to the full board for discussion during committee reports.

7. NURSING EDUCATION DATA

Dr. Robin Dodson reminded the Committee that at the November 20, 1998 State Board of Education meeting, postsecondary nursing education programs were briefly discussed. The focus of the discussion was on access, capacity and future goals and trends of all postsecondary nursing programs (CNA through graduate nursing) in the state of Idaho. As a consequence, Board staff asked the public and private institutions in Idaho to report on the status of their nursing education programs. The report is summarized in Item 7, Page 30 of the Executive Summary.

Because of time constraints it was agreed to defer this item to the full board for discussion during committee reports.

8. ARTICULATION PROGRESS REPORT

Dr. Robin Dodson reported that each of the public postsecondary institutions are currently working on identifying technical programs that will articulate to similar academic programs, both intra- and inter-institutionally. Because of interest of Board members, the legislature and the public on this topic, the institutions will report on their progress to date at each AAPC meeting until the process is completed. Because of time limits, the academic officers will update the Committee at the March 1999 meeting.

9. OTHER: Letter from Department of Energy

Mr. Harold W. Davis shared excerpts from a letter he received from the Department of Energy concerning scholarships for nuclear engineering programs. Mr. Davis wanted to raise the level of awareness of the future of Nuclear Energy. He viewed the letter as an indication of the turnaround of the national energy policy. Indications are that there will be growth in the field of nuclear engineering, including expanded programs, funding and research opportunities.

In response, Dr. Brian Pitcher stated that the University of Idaho looks forward to the opportunity of renewed funding in this area. He also pointed out that this field is an example of the challenges involved in academic program planning where demand for programs often is cyclical. While interest in a particular area is in decline, faculty will shift their activities in response, but that UI is prepared for an upturn through their ongoing collaborative activities at the INEEL.

Dr. Jonathan Lawson added that his letter from the Department of Energy also conveys its appreciation for ISU's role in producing excellent quality nuclear engineering Ph.D. graduates. This caused retrospection on the ISU campus where the number of students in the Nuclear Engineering Ph.D. program has declined over the years. He pointed out the irony of the Board's approval of ISU's request to rename the Nuclear Engineering Ph.D. program and wondered if perhaps ISU should rethink that decision.

Mr. Harold W. Davis also mentioned the spin-off effect at Eastern Idaho Technical College for potential support roles such as providing Radiation Safety training programs.

The meeting was adjourned at 2:30 p.m.

2. Minutes of the Council on Academic Affairs & Programs Meeting:

December 9, 1998

COMMITTEE ACTION:

To agree by consensus to accept the minutes of the Council on Academic Affairs and Programs meeting held on December 9, 1998 as written (Item 2, attached).

Item 2

Council on Academic Affairs and Programs

Approved Minutes

December 9, 1998

9:00 a.m. - 2:30 p.m.

Vocational Education Room 324, LBJ Building

Boise, Idaho

Present: Jerry Beck, CSI Rita Morris, LCSC
DeVere Burton, SDVE Brian Pitcher, UI
Jerry Gee, NIC Luke Robins, EITC
Daryl Jones, BSU Robin Dodson, OSBE
Jonathan Lawson, ISU Lynn Humphrey, OSBE

Guests: Harley Parson, New Horizons Computer Learning Center
Jared Sullivan, New Horizons Computer Learning Center
Carolyn Thorsen, BSU

1. Minutes of October 22, 1998

It was moved by Jerry Gee, seconded by Rita Morris and carried to approve the minutes of the October 22, 1998 meeting.

2. New Programs: SDVE, ISU and BSU

a. NOI – A.A.S. and Technical Certificate, Human Services Associate, CSI

In response to a question from ISU, Jerry Beck clarified that Psych 105 is listed in the NOI under Related Instruction but that Psych 101 will actually be cataloged and taught in the program after CSI works through some internal issues. Additionally, Jerry Beck mentioned that there is currently a great deal of program restructuring going on at CSI, and that proposals being brought forward from CSI will be funded through reallocation.

It was agreed by consensus to approve the NOI with the development of a full proposal not necessary.

b. NOI – A.S., Mathematics, ISU

c. NOI – A.S., Political Science, ISU

Jonathan Lawson said that these programs are designed to fulfill the community college function at ISU. They are transfer degrees which also serve to help students reach short term goals which they can then use to establish a foundation for working towards a Baccalaureate degree.

It was agreed by consensus to approve the Notices of Intent for the A.S., Mathematics and A.S., Political Science at Idaho State University with the development of full proposals not necessary.

Robin Dodson reminded CAAP that new program review guidelines state that Notices of Intent can be approved by CAAP and do not need to go to the Board for approval if the recommendation is for the institution to develop a full proposal. However, if CAAP recommends approval of a NOI *without* the development of a full proposal, then a NOI must go to the Board for consideration and action. Therefore, the Notices of Intent for the A.A.S. degree and technical certificate, Human Services Associate program and for the A.S. degrees in Mathematics and Political Science will be forwarded to the AAPC and full Board for their consideration and action at the next scheduled meeting.

d. NOI – Ph.D., Geophysics, BSU

Daryl Jones stated that the request for a new Ph.D. program has been built on the success of the Center for Geophysical Investigation of the Shallow Subsurface (CGISS) funded by the SBOE and the existing Masters program at BSU. There are no similar programs in the state, and BSU has the existing fiscal resources in place. In addition, it was noted that for some time the respective Geology departments at the four year institutions have been committed to collaboration and sharing resources. Hence, this new program will also involve the other institutions to some degree.

Robin Dodson explained the Board's requirements for a peer review of any new Ph.D. program. He recommended approval of the NOI and stated that the OSBE would begin the peer review of the new program before the full proposal goes to the Board.

It was agreed by consensus to approve Boise State University's Notice of Intent for a new Ph.D. in Geophysics.

3. Request for Course Comparability – New Horizons Computer Learning Centers
Procedures, Action Steps and Time Frame

Robin Dodson explained that the process for reviewing a request from a proprietary school to award public postsecondary credit for its courses parallels what is typically done on the campuses for their new program proposals. Harley Parson of New Horizons Computer Learning Center briefly explained their current course and certificate (A-plus Certification for example) offerings. Jerry Gee pointed out that the institutions will have to decide how to accept certification (i.e, Novell, Microsoft, Cisco, etc.) from private providers, regardless of who delivers the certification program because the number of private vendors providing certification and other computer instruction is increasing rapidly.

Dr. Carolyn Thorsen, Coordinator of Technology Programs in the College of Education at BSU summarized the current problem that BSU's College of Education is having in providing technical

instruction at the master's level to in-service teachers, including continuing education credits, appropriate qualifications of faculty to teach courses, and the prohibitive cost of offering technical networking and hardware repair courses. Also at issue is the question of awarding graduate vs. undergraduate credits for this instruction.

The question of duplication of offerings was discussed. Harley Parson explained that New Horizons serves a different clientele than the public institutions do. They offer courses in the evenings, weekends, or short term 1-2 day technically focused training, often times paid for by an employer. He added that New Horizons focuses entirely on the technical training aspects, and is not offering the liberal arts components.

The academic officers stated that they were interested in looking at New Horizons curriculum. It was agreed that the OSBE staff would forward the course outlines and faculty qualifications to the academic officers for review by the appropriate faculty who would look at course comparability at their particular institutions. Recommendations from faculty would be submitted to CAAP at its next meeting. On-site reviews will to be scheduled after the faculty review, perhaps in February. Brian Pitcher suggested that specialists be identified at each campus to make recommendations to CAAP.

4. Off-campus Offering/Collaborative Program Delivery

a. Experiential Credit – Draft Policy Change

Robin Dodson stated that draft changes to the Experiential Credit policy reflect the Commission on Colleges standards. There was considerable discussion of the new sentence in item 3a, which stated that credit for prior experiential learning will constitute no more than 25% of credits needed for a certificate or degree. The CAAP debated whether to take that statement out of the policy since it is not relevant in today's world. Daryl Jones stated that BSU is currently re-writing its policy, but it makes a distinction between prior learning (such as CLEP, ACE, etc.) and experiential learning.

It was agreed to delete the sentence in 3a and to separate in the policy the distinction between prior learning and experiential learning. Robin Dodson will draft those additional changes for the next CAAP meeting.

b. Continuing Education/Off-Campus Instruction – Draft Policy Change

Robin Dodson mentioned that he added the phrase “special learning opportunities” to the Board's Continuing Education/Off-Campus Instruction policy in response to CSI's pending partnership with Micron Technology. Brian Pitcher questioned the intent of the policy changes. Robin Dodson responded that this issue becomes important when program access is expanded to the general public. Other topics of discussion included competition with private proprietary institutions, duplication within system institutions in a particular service area, and dual enrollment.

Robin Dodson asked CAAP to review the draft policy in more depth and forward comments and suggestions to him in the next month. He will incorporate those comments into a second draft for discussion at the next CAAP meeting.

5. Capacity Definitions

Robin Dodson reminded CAAP members that Harold Davis at the last Board meeting (November 1998), asked the AAPC to define capacity. The request came in the context of “excess capacity” in certain programs (i.e., engineering, information technology and health care programs) and/or physical capacity as in the number of seats in a classroom.

CAAP discussed the many issues related to capacity such as demand that is cyclical in nature, student interests, the number of students, existing faculty, classroom and building size, parking, and how capacity varies by time of day, from program to program, and the variation on the individual campuses.

It was suggested that capacity be characterized to AAPC and the Board as the extremely complex issue that it is, but give the Board some specific examples of the factors and problems encountered when trying to define or determine capacity, and how it is impacted by the myriad of larger issues and trends.

It was agreed to discuss this topic at the next AAPC meeting. Robin Dodson will draft a memo to the academic officers outlining the issues and factors related to capacity for their review and comment before adding it to the AAPC agenda.

6. Academic/Vocational Articulation – Update

DeVere Burton distributed a list of Vocational-Technical Education Postsecondary Programs and Options at each of the institutions. Each institution summarized its progress to date on changes to the A.A.S. degree and articulation of academic and vocational technical programs. **ISU** has formed a task force to review each program to determine if and how it will articulate. **CSI** has adopted the policy that a credit is a credit, and there are some credits that will transfer and some that will not transfer. The next step will be to allow a student with an A.A.S. degree and 16 credits of general education core courses to pick up 20 additional general education credits and be awarded an A.S. degree. **EITC**’s business and office technology divisions have submitted two programs for review which will be used as the test for other programs. The goal is to have general education core program revisions submitted to State Division of Vocational Education by February 1999. Issues of concern at EITC are the (excess) number of credits of some programs, and also what to do with math courses. At **NIC** three division chairs have been working on the process, although there is still some complaining on campus. They are visiting other state campuses to see how they are handling the articulation. The biggest issue is business math not counting as a general education transferable math course. Overall, Jerry Gee is optimistic that good progress will be made. **BSU** has a task force working on the issue and is operating within the general guideline of 16 hours of transferable general education core courses. There is still

some sentiment on campus that the A.A.S. is being turned into a transfer degree when it was never intended to be that way, and that some technical students will not be able to pass the courses. The intent is to meet the requirement of 16 general education core courses for the A.A.S. degree from the general education core curriculum of the respective institutions. BSU hopes to have that process finished by spring 1999. After that, BSU will look at articulation of technical and academic programs. LCSC should have the general education requirements for all A.A.S. programs ready by spring. Some programs will be certificate programs instead of A.A.S. degree programs. A concern is the potential impact on faculty jobs after the restructuring is complete.

It was pointed out that although all institutions will require 16 hours of general education core courses for the A.A.S., the institutions do have the flexibility to develop a new course not currently part of the Board's general education common course numbering list to be considered for meeting the general education requirements. However, any newly developed core course would then be added to the 100-200 level common course list.

It was agreed by consensus that the institutions will have the 16 hour general education core course requirement for the A.A.S. degree completed by the end of Spring 1999.

7. English Chair Task – Update

Robin Dodson shared a progress report submitted by the English Chairs, and which is also being distributed on campuses for faculty review and comment. Jerry Beck stated that he has a problem with the Chairs' suggestions concerning dual enrollment. In particular is the recommendation that the course has to be taught on the campus or at the high school by a college instructor.

The CAAP discussed each of the four (4) recommendations. They viewed the recommendation that ISU drop its ENGL 201 and develop ENGL 102 favorably. There was some concern with recommendation number two (2) to not award credit for the second-semester composition course by achieving a score on any national test if it places Idaho institutions at a competitive disadvantage with other states. With respect to recommendation #3, it was pointed out that an ACT score of 15 required to be placed in ENGL 101 is lower than what most of the public postsecondary institutions use for acceptance into the institution. With respect to recommendation #4, CAAP wondered how the ACT score of 25 or better for credit for English 101 was determined. CAAP members agreed that they would like to get their faculty's input and research what other institutions are doing.

It was agreed that for the next meeting in response to these recommendations, the Board staff will do three things:

- Correspond with the English Chairs to seek clarification and provide input on the recommendations outlined in their progress report.
- develop a matrix of the ACT scores that each of the institutions are using for placement in English 101.
- survey other states to determine national policies and practices in awarding credit for second semester English Courses.

8. Other – Technological Support for Idaho Distance Learning Network

Rita Morris mentioned that next month the College and University Presidents will charge the academic officers with developing a statewide plan for an Idaho Distance Learning Network. Rita will be contacting technical network administrators at the institutions to determine what the main issues are facing Idaho. From that background information, a position paper could be drafted.

The meeting was adjourned at 2:30 p.m.

3. Minutes of the Higher Education Research Council Meetings:

- a. September 1, 1998
- b. October 6, 1998

COMMITTEE ACTION:

To agree by consensus to accept the minutes of the Higher Education Research Council meetings held on September 1, 1998 and October 6, 1998 (Item 3, attached).

APPROVED MINUTES
HIGHER EDUCATION RESEARCH COUNCIL MEETING
September 1, 1998 -- LBJ Building, Boise, ID -- Room 302
1:30 p.m. - 2:45 p.m.

Present: General Darrell Manning, Chair Dr. Robert Hoover
 Dr. Richard Bowen Dr. Charles Ruch
 Dr. Dennis Stevens Dr. Robin Dodson
 Dr. James Hottois Randi McDermott
 Dr. Ron Bitner

I. Minutes

A. Minutes of the February 3, 1998 Meeting

MSC(Hottois/Bitner): To approve the minutes of February 3, 1998.

B. Actions of the March 9, 1998 Conference Call

MSC(Hottois/Hoover): To approve the minutes of March 9, 1998.

C. Minutes of April 14, 1998 Conference Call

MSC(Ruch/Hoover): To approve the minutes of April 14, 1998.

D. Minutes of May 12, 1998 HERC/EPSCoR Joint Meeting

MSC(Ruch/Bitner): To approve the minutes of May 12, 1998.

II. Budget

Dr. Dodson reported that the SBOE approved HERC's FY 1999 budget allocations, and will forward their recommendation to the Legislature for a \$2.1 million appropriation for HERC in FY 2000.

II Research Center Grant Program

A. Score Policy

MSC(Hoover/Hottois): To use only the four highest scores received in calculating the average score for projects competing in the mail review of the RCGP competition.

B. Schedule & Process Summary

Ms. McDermott briefed the Council on current policy and procedures regarding HERC approval of reviewer qualifications for the RCGP.

MSC(Hottois/Hoover): To change the current policy in regards to HERC approval of reviewer qualifications and have SBOE staff recruit eight reviewers for each RCGP proposal and provide their qualifications to HERC members, who will rate them either as "Acceptable" or "Unacceptable."

IV Specific Research Grant Program

There was a general consensus to wait until legislative funding is procured before commencing a new cycle of the Specific Research Grant Program. It is the intent of the Council to proceed with a competition upon securing legislative funding. Additionally, the Council suggested a letter should be sent to the Co-Chairs of JFAC from the HERC Chair, describing program changes and endorsing and urging the restoration of the program funding.

V. Academic Research Policy

There was unanimous consent to add the words "immediate and future" after *measure of* on page III-67, 3.b.(3), under the caveat that this suggestion be subject to the author's approval.

MSC(Hottois/Stevens): To accept the Academic Research Policy and forward it to the SBOE for approval.

VI. Statewide Science & Technology Plan -- Update

There was a suggestion to take the original vision and goals established by HERC/EPSCoR and merge it with the new draft report from Commerce to create the plan. There was a general consensus that further editing of the report is important to ensure a complete inventory of the state's resources, especially if it may be seen as a baseline for the new administration. It was decided that further edits and suggestions will be gathered and forwarded to the Board office by the beginning of October, to be merged with the original vision and goals, and then redistributed for comment.

MSC(Ruch/Hottois): To approve sending the original vision and goals established by HERC/EPSCoR to the SBOE as a preliminary plan.

The appointment of David Cauffman as the Science Advisor to the Governor was discussed and agreed upon by the majority of members. Staff will gather information on the role played by the Science Advisor in other states. It was decided that upon establishing a recommendation from HERC on the role of the Science Advisor to the Governor, and upon confirmation of support from BSU on the above nomination, both will be forwarded to the Governor.

VII. Other

There was some discussion of adding members to the Council. There was a general consensus that having the Governor's Science Advisor on HERC would be of great value. More discussion on this matter will take place at the next meeting.

The Department of Commerce has asked HERC/SBOE to split the costs of Duncan Brown's services in writing the draft Report to the Governor on Science and Technology. Commerce has asked HERC/SBOE to pay \$2000, the Small Business Development Center to pay \$2000, and their agency to pay \$2000. Members expressed concern over having the Small Business Development Center paying 1/3 of the bill.

MSC(Hottois/Stevens): To provide up to \$3000 toward payment for Duncan Brown's services from system wide needs or the HERC budget if necessary.

VIII. Elections -- Chair/Vice-Chair

MSC(Bowen/Hoover): To change the HERC policy to allow the current Chair to continue to serve.

Dr. Hattois nominated General Manning for Chair.

MC(Stevens): To cease nominations and elect General Manning as Chair.

Dr. Bitner nominated Dennis Stevens for Vice-Chair. Dr. Stevens nominated Doyle Markham. The Council asked Dr. Stevens if he was willing to serve and he responded in the affirmative.

MC(Hoover): To cease nominations and elect Dennis Stevens as Vice-Chair.

The meeting was adjourned at 2:45 p.m.

**APPROVED MINUTES
HIGHER EDUCATION RESEARCH COUNCIL MEETING
October 6, 1998
LBJ Building, Boise, ID Room 302
3:00 p.m. - 4:00 p.m.**

<u>Present:</u>	General Darrell Manning, Chair	Dr. Dennis Stevens (via phone)
	Dr. Robert Hoover	Dr. Ron Bitner
	Dr. Richard Bowen	Dr. Doyle Markham (via phone)
	Dr. James Hottois	Dr. Robin Dodson, OSBE
	Dr. Charles Ruch (via phone)	Randi McDermott, OSBE

I. Academic Research Policy

MSC (Hoover/Hottois): To change the name from "Academic Research Policy" to "Higher Education Research Council Policy."

MSC (Ruch/Hottois): To replace on page III-67, Item 3.b.(3), the phrase "include a measure of" with the word "demonstrate."

It was agreed by consensus to reorder the items on page III-67, Item 3.b.(1)-(3) so that the item relating to all projects under the SRG program demonstrating economic benefit or cost savings for the state would be listed first.

It was agreed by consensus to include a statement on page III-65 to the paragraph in Item 2.a. relating to HERC participation with the statewide strategic plan for science and technology.

It was agreed by consensus to designate Item 2.c.(3) to be 2.d. (page III-67)

General Manning reported meeting with the Co-Chairs of the Joint Finance - Appropriations Committee, Atwell Parry and Robert Geddes, to discuss the revised Academic Research Policy. He stated they were pleased with the changes proposed and were especially gratified with the Presidents inclusion on the Council.

The Presidents reported meeting with the Co-Chairs also during their retreat and noted being asked to clarify HERC program productivity figures. It was decided that a letter would be sent to the Co-Chairs with copies to the Board members explaining how productivity is measured along with updated figures.

Additionally, Dr. Bitner suggested that the Council put the new policy, once accepted, on the Internet so that it is easily accessible to the public. He added that other HERC related materials could also be linked to the SBOE web site. The Council agreed this was a good idea and requested that staff follow up on it.

II. Statewide Science & Technology Plan

It was agreed by consensus to recommend the Recommendations section of the Report to the Governor be changed as follows:

- Idaho's Governor should have a science and technology advisor rather than a team.
- The description of the science and technology advisory council that describes the body as consisting of 25 people who meet once a year should be deleted.
- The sentence on page 3 referencing HERC as an existing structure to build the advisory council with should be deleted.

These changes will be included in the draft report and sent back out to HERC for comment before the meeting with the Department of Commerce on October 15, 1998.

The meeting was adjourned at 3:45 p.m.

4. FY 1999 Research Center Grant Program Funding Recommendation

BACKGROUND:

The Higher Education Research Council, with Board approval, embarked upon a Research Center competition for FY 1999. A two-tiered review process began in the Fall of 1998 with an external mail review. A seven-member evaluation team approved by HERC was brought to Idaho to visit the top three proposed Centers. The evaluation panel submitted this summary recommendation to HERC:

Evaluation Summary FY 1999 Research Center Grant Program

The task of evaluating the three proposals in contention for funding through the Idaho State Board of Education's Research Center Grant Program proved to be an insightful and enjoyable experience. The difficulty came when having to rank order three very strong, very deserving projects for the purpose of recommending which should be funded this cycle. It was abundantly clear that all the projects would provide benefits to the state, and that all were comprised of investigators, collaborators, staff and students, which were more than capable of carrying out the proposed research projects.

The Idaho Accelerator Center came to the table with a proposal that consisted of an already strong investment in infrastructure and equipment, having already received \$1.6 million from the state in the form of a new building and \$11 million dollars worth of low-energy charged-particle accelerators. A demonstrated commitment from the institution and industry partners, along with cutting-edge ideas and scientists added strength to an already well-written proposal.

The Center for Ecological Research and Education forwarded a unique proposal to address critical environmental and water issues in Idaho, bordering states and elsewhere. A demonstrated commitment from the institution, industry partners and local agricultural ties, along with proven scientists and an impressive collection of students added to the persuasive presentation.

The Idaho Universities Policy Research Center developed a proposal backed by a large number of local and state government officials, who provided a convincing argument for the need and importance of the proposed activities. A strong commitment from the institution as well as the inter-institutional and interdisciplinary nature of the project added to the validity of the proposal.

The site evaluation panel was ultimately convinced that the best chances for long term investment combined with the best opportunity to address current state- and region-specific issues and problems belonged to the Center for Ecological Research and Education. The resources and individuals involved provide a rare opportunity to find

workable, applicable solutions to pressing ecological and agricultural issues in a timely manner. This unique set of resources, highly capable and eager individuals, meritorious research objectives with good chances for solutions, strong institutional commitment, and potential for real and great student benefits combined with the identified current and future needs of the state and region made this project stand out. Hence, the peer review team recommends by consensus the Center for Ecological Research and Education be funded at the requested amount.

DISCUSSION

The Higher Education Research Council reviewed this recommendation at their March 2, 1999 meeting. HERC voted to concur with the evaluation panel's decision and recommend funding the Center for Ecological Research and Education in the amount requested.

Year 1: \$342,050
Year 2: \$342,300
Year 3: \$342,150
 \$1,026,500

COMMITTEE ACTION:

It was moved by _____ seconded by _____ and carried to recommend to the full Board approval / disapproval / tabling of HERC's recommendation to fund the Center for Ecological Research and Education as indicated.

BOARD ACTION:

It was moved by _____ seconded by _____ and carried to approve / disapprove / table HERC's recommendation to fund the Center for Ecological Research and Education as indicated.

5. First Reading of Prior Learning Policy Change

BACKGROUND:

Changes to the Board's policy on Prior Learning were first considered by the AAPC at its January 25, 1999 meeting. It became apparent at that meeting that there were some additional issues that needed to be worked out by the Council on Academic Affairs and Programs (CAAP) before advancing the policy for first reading. CAAP discussed this policy at its February 9, 1999 meeting and is presenting the revisions exhibited in Item 5 to the AAPC and Board for first reading

DISCUSSION:

These policy modifications are reflective of the current changes in the workplace, life experiences and independent learning opportunities and allow students to have credit awarded for knowledge acquired by varied means. This policy represents a more simplified approach and allows the institutions to develop their own prior learning policies within the constraints of Board policy and the policies of the Northwest Association of Schools and Colleges. CAAP respectfully forwards this policy on Prior Learning for first reading to AAPC and the full Board for its consideration and action.

RECOMMENDATION:

Staff recommends approval of the Board's revised Prior Learning Policy for first reading as exhibited in Item 5, Page 24.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Prior Learning Policy as exhibited in Item 5 to the full board for its consideration and action with a recommendation to approve/ disapprove/ table for first reading.

BOARD ACTION:

It was moved by _____, seconded by _____ and carried to approve/disapprove/table the revisions to the Prior Learning policy for first reading as exhibited in Item 5.

GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

First Reading March 1999

SUBSECTION: K Experiential Credit Prior Learning

Published April 1994

K. ~~EXPERIENTIAL CREDIT~~ PRIOR LEARNING

Experiential credit Prior learning, which is the award of credit for knowledge acquired from external study or work and life experiences, includes mass media, independent reading and study, such ~~procedures as~~ aAdvanced placement (AP), the College Level Examination Program (CLEP), ~~credit by challenge courses~~, credit for American Council on Education (ACE) approved military education or experience, and competency credit testing. Credit for prior learning may be granted only at the undergraduate level. Each institution may will establish its own policies and procedures for evaluating and awarding experiential and prior learning credit, subject to the following general Board policies and the standards policies of the Commission on Colleges, Northwest Association of Schools and Colleges.

Prior learning from institutions that are not accredited by a SBOE recognized accreditation agency have special considerations. Students transferring experiential or prior learning credit from non-accredited educational sources may encounter special problems in the portability of their prior learning credits.

1. ~~Policies and procedures for the award of experiential credit will be reviewed on a periodic basis by the Office of the State Board of Education and the appropriate institutional chief academic officer and faculty committee at each institution to ensure that criteria, established standards, and techniques used for the assessment of prior learning remain valid and continue to serve the best interests of the students, the faculty, and the institution. It is recommended that any course or other procedures related to the award of experiential credit be accountable to and monitored by the representative faculty committee.~~

2. ~~Research concerning the award of experiential credit and the long-term effects on students should be conducted periodically to influence the effectiveness, reliability, and modification of such procedures at the institution. Any reports or recommendations based on such research should be presented to the Academic Affairs and Program Committee. Institutions are encouraged to explore the Council for Adult Experiential Learning (CAEL) procedures and processes.~~

3. ~~Experiential credit awarded by a college or university is subject to the following standards:~~

- ~~———— a. Each institution will determine the appropriate amount of experiential credit awarded in keeping with the purposes and characteristics of its programs, and each institution will~~

ensure that degree-seeking students who are awarded experiential credit meet established general education requirements.

- ~~_____ b. The award of such credit must be approved by appropriate department, school or college, and university officials and must be supported by such evidence as is needed to provide a sound basis for evaluating the student's knowledge and achievements.~~
- ~~c. Students will be informed as to when and how such experiential credit will be awarded to allow students to plan a specific program of study.~~
- ~~d. Students will be informed of the standard regarding transfer of any credit awarded for experiential learning. Should a student decide to transfer to another college or university before completing all program requirements, the receiving institution is not bound to accept any experiential credit awarded by another institution as meeting specific degree requirements.~~

6. First Reading of Articulation and Associate Degree Policy Change

BACKGROUND:

For several years the State Board of Education has been discussing and endorsing the concept of a “seamless” education. Included in this concept of seamless education is the mobility and transferability of students and credits between postsecondary applied technical and academic programs. Since the Spring of 1997, significant time and effort has been spent to realize many of the Board’s goals such as common general education course listings, restructuring the A.A.S. degree, and general education core articulation. This effort continues way with the revisions to the Articulation and Associate Degree Policy which adds the Associate of Applied Science degrees requirements to the existing policy.

DISCUSSION:

Changes to the Board’s to the Articulation and Associate Degree policy were first considered by the AAPC at its January 25, 1999 meeting. It became apparent at that meeting that there were some additional issues that needed to be worked out by the Council on Academic Affairs and Programs (CAAP) before advancing the policy for first reading. CAAP discussed this policy at its February 9, 1999 meeting and is presenting the revisions exhibited in Item 6 to the AAPC and Board for first reading. Additional comments and suggestions about the policy will be solicited between the first and final readings.

RECOMMENDATION:

Staff recommends approval of the Board’s revised Articulation and Associate Degree Policy for first reading.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Articulation and Associate Degree Policy as exhibited in Item 6 to the full board for its consideration and action with a recommendation to approve/disapprove/table for first reading.

BOARD ACTION:

It was moved by _____, seconded by _____ and carried to approve/disapprove/table the revisions to the Articulation and Associate Degree policy for first reading as exhibited in Item 6.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

First Reading March 1999

SECTION: III POSTSECONDARY AFFAIRS

Revised Sept. 1997

SUBSECTION: V Articulation and Associate Degree Policy

Published April 1994

V. STATEWIDE ARTICULATION AND ASSOCIATE DEGREE POLICY

It is the State Board of Education's intent that this policy will assist students as they transfer between institutions of higher education in the process of completing their educational agendas. In addition, the Board believes that this policy will provide the public institutions of higher education with the guidelines necessary to carry out their mission and service function to students so that they can successfully transfer between institutions without penalty.

1. Statewide Articulation.**a. Associate of Arts and Associate of Science Degrees**

To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, Ricks College, and Treasure Valley Community College, shall individually and jointly honor the terms of this statewide articulation policy.

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, vocational transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree.

The lower division general education core requirement must fit within the following credit ranges and course requirements and must have a minimum of thirty-six (36) credit hours.

	<u>Required Course(s)</u>	<u>Minimum Credits</u>
a. Communications.....	1	2-3
Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English.		
Disciplines: Speech, Rhetoric, and Debate.		
b. English Composition.....	1	3 to 6*
In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure.		

*3 or 6 credit hours depending upon initial placement results.

	<u>Required Course(s)</u>	<u>Minimum Credits</u>
c. Behavioral and Social Science.....	2-4	6-12
<p>Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research.</p> <p><u>Disciplines:</u> Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology.</p> <p>Note: Courses must be distributed over two (2) different disciplines.</p>		
d. Humanities, Fine Arts, and Foreign Language.....	2-4	6-12
<p>Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts As media for exploring the human condition and examining values; and (4) communication skills in a foreign language.</p> <p><u>Disciplines:</u> Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.</p>		
e. Natural Science.....	2	7-12
<p>Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences.</p> <p>Disciplines: Biology, Chemistry, Physical Geography, Geology, and Physics.</p>		

Note: Courses may be distributed over two
(2) different disciplines, and must have
at least one (1) accompanying laboratory experience.

	<u>Required</u> <u>Course(s)</u>	<u>Minimum</u> <u>Credits</u>
f. Mathematics.....	1	3-5

Coursework in this area is intended to
develop logical reasoning processes;
skills in the use of space, numbers,
symbols, and formulas; and the ability
to apply mathematical skills to solve
problems.

Disciplines: College Algebra, Calculus,
Finite Mathematics, and Statistics.

3. Associate of Applied Science Degree

This vocational - technical degree requires a minimum of 16 credit hours of general education coursework selected from each institution's general education core and which is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

	<u>Required</u> <u>Course(s)</u>	<u>Minimum</u> <u>Credits</u>
a. <u>English/Communication.....</u>	<u>2</u>	<u>6</u>

In meeting this goal, students must
be able to express themselves in
clear, logical, and grammatically
correct written English.

Disciplines: English 101 required,
English 102 or Communication 101;
An Applied English or Technical
Writing course may be used if
found to be comparable to ENGL 102.

b. <u>Mathematics/Computation</u>	<u>1</u>	<u>3</u>
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Coursework in this area is intended to
develop logical reasoning processes;
skills in the use of space, numbers,

symbols, and formulas; and the ability to apply mathematical skills to solve problems.

Disciplines: College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.

	<u>Required Course(s)</u>	<u>Minimum Credits</u>
c. <u>Social Science/Human Relations/ Interpersonal Communications</u>	<u>1</u>	<u>3</u>

Coursework in this area provides the student with the skills needed for understanding individuals in the work place; appreciation of cultures of civilization; environmental awareness; economic factors; and the functioning of thought and behavior.

Disciplines: Art, Anthropology, Communications Economics, Geography, History, Literature, Music, Political Science, Psychology, Sociology and Theater Arts. An applied human relations course may be used if found to be comparable to a social science /humanities course.

d. <u>Natural Science</u>	<u>0</u>	<u>0</u>
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Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences.

Disciplines: Biology, Botany, Genetics, Chemistry, Physics, Geology, Astronomy, Biotechnology, Bacteriology and other related science-based courses. An applied science course may be used if found to be comparable to a science course.

7. First Reading of Developmental Education Policy Change

BACKGROUND:

Staff working cooperatively with the Board's postsecondary institutions continues to monitor and review Board policies in light of the ever changing education climate. This Developmental Education Policy was developed and implemented over a decade ago; hence, an assessment and review is timely.

DISCUSSION:

The general public continues to confuse "remedial education" with "developmental education". This policy modification clarifies the distinction between the two terms. It is significant to note that the former usually applies to recent high school graduates or those students who do not complete their secondary studies. The latter term more accurately addresses those individuals who have not been involved in postsecondary education for some time and hence are seeking a review course(s) to prepare them for postsecondary experiences.

RECOMMENDATION:

Staff recommends approval of the Board's revised Developmental Education Policy for first reading.

COMMITTEE ACTION:

It was agreed to forward the modifications to the Developmental Education Policy as exhibited in Item 7 to the full board for its consideration and action with a recommendation to approve/disapprove/table for first reading.

BOARD ACTION:

It was moved by _____, seconded by _____ and carried to approve/disapprove/table the revisions to the Developmental Education policy for first reading as exhibited in Item 7.

GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

First Reading March 1999

SUBSECTION: S Developmental Education

Published April 1994

S. DEVELOPMENTAL EDUCATION (REVIEW COURSES)/REMEDIATION

1. Coverage.

Academic All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College and Eastern Idaho Technical College are included in this subsection. The developmental education policy does not apply to postsecondary and community college vocational-technical students.

2. Definition.

It is worth noting that what the general public refers to as “remedial education” is often also defined as “developmental education” by the academic community. The State Board of Education believes that a distinction can be made between the two terms.

- a. Developmental education (review courses) is aimed at developing the diverse talents of students, both academic and non-academic; it is designed to develop strengths as well as to correct weaknesses review previous curricular areas of students who have not been involved in postsecondary education for some time. Developmental education implies improvements (i.e., review) of a student's skills and knowledge deemed necessary to enter a particular course of study or program for which the student was previously ineligible or is judged to have little probability of success without first developing special skills and knowledge. Developmental education could also imply duplication of the secondary school program in those curricular areas where deficiencies exist in order to ensure a greater likelihood of success.
- b. Remedial Education, for purposes of this policy, is defined as a duplication of a secondary program/course and support services in basic academic skills. Remediation usually involves recent high school graduates or those students who did not complete their secondary curriculum. Further, these students have little probability of success without first developing special skills and knowledge through remedial course work.

3. Philosophy.

Meeting the need for developmental education and remedial education is a core function of Idaho's higher education system. Regardless of upgraded secondary school graduation requirements or more rigorous admission standards, there will be students in the college and

universities who have chosen not to enter the postsecondary system after gradation from high school, or who exhibit deficiencies in certain fundamental basic academic skills. This is particularly true because the mean age of higher education's student population will continue to increase.

Thus, in the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. With the acceptance of such a reality, the college or universities have an obligation to provide review courses for those individuals in need of developmental instruction. Further, ~~T~~the role of the college and universities in remedying basic academic deficiencies and reinforcing those cognitive abilities necessary for likely success is justified, particularly when for some it determines whether or not they become productive citizens.

4. Policy.

- a. The college and universities will establish a mechanism for diagnostic testing in English, reading, mathematics, and natural sciences, and provide the opportunity for corrective measures.
- b. The college and universities will provide review courses for those individuals in need of developmental instruction.
- c. The college and universities should determine the feasibility of developing individualized approaches (using available technology) as an alternate delivery system in responding to developmental/remedial education needs of students.
- d. Students with identified academic postsecondary weaknesses should be limited in the number of credits taken during the first semester of the freshman year and furthermore should be the beneficiaries of special academic support and advisement tailored to their particular needs.
- e. Developmental and remedial courses ~~will not be offered for college or university credit and will not apply toward the requirements for graduation.~~
- f. Developmental/Remedial credit hours will be funded from the general education appropriation in the same manner as academic other credit hours. Fees for these courses will be the same as academic /vocational education courses, and the institutions may charge laboratory fees as provided in Section V, Subsection R,2,a. Developmental credit hours will be separately identified and reported to the Board.

5. Institutional Policies.

Each institution will develop internal policies and procedures on developmental and remedial education which are consistent with Board policy.

Item 8

8. New Programs: Council on Academic Affairs and Programs (CAAP) Recommendations

SUBJECT:

New Horizons Computer Learning Center, Inc.

BACKGROUND

As a consequence of the State Board of Education's acceptance of the recommendations from the Committee on the Evaluation of Alternative Delivery Systems, the AAPC through CAAP, has been developing procedures, forms, policies and legislative initiatives that would implement those recommendations approved by the Board. Since last year Board policies and rules (IDAPA 08.01.11) have been modified and implemented. Further, the House and Senate Education Committees took action during the 1999 session to approve those rules.

DISCUSSION

New Horizons Computer Learning Center, Inc., a non-accredited in-state educational source requested that the SBOE consider the acceptance of its course offerings for credit by the public postsecondary institutions. Since early January 1999, CAAP and the respective faculty have been evaluating New Horizons' course material for acceptance by the SBOE. The criteria employed in that review was comparable to the same standards used by the Board office and the postsecondary institutions.

RECOMMENDATION

The Council on Academic Affairs and Programs (CAAP) make the following recommendations regarding New Horizons' Computer Learning courses.

- The Idaho public postsecondary institutions will accept the 47 courses approved by the American Council on Education (ACE) for one semester elective credit each.
- Requests for the award of credit for teacher certification should be submitted to the Professional Standards Commission through Dr. Mike Stefanic, Supervisor for Teacher Certification, State Department of Education.
- Continuing Education courses will be reviewed on a case by case basis at the individual institutions.

COMMITTEE ACTION

To agree by consensus to forward to the full board for its consideration and action the recommendations from the Council on Academic Affairs and Programs concerning New Horizons Computer Learning Center courses as outlined above with a recommendation to approve/not approve/table.

BOARD ACTION

It was moved by _____, seconded by _____ and carried to approve/disapprove/table the Council on Academic Affairs and Programs recommendations concerning the acceptance for credit of New Horizons Computer Learning Center, Inc. courses.

Item 9

9. New Academic/Technical Programs: Council on Academic Affairs and Programs Recommendations

SUBJECT:

Center for Secure and Dependable Software, University of Idaho

BACKGROUND:

Since early 1992 the SBOE through its policy and AAPC guidelines has delegated authority to the Board's Executive Director to approve academic/vocational units (e.g., Departments, Centers, Division, Research/Public Service) and program components (i.e., major, minors, etc). However, all degree and certificate programs must be approved by the SBOE. Recent evaluation of the Board's policy on Program Approval has resulted in discussion of the current policy language and whether or not certain academic units such as Centers require SBOE action.

DISCUSSION

The University of Idaho has forwarded a request to establish a Center for Secure and Dependable Software. The Center's efforts are focused on the development of secure and dependable systems which have national and international significance. Since the NOI is to establish a Center Board staff forwards this request to AAPC and the full Board for their action until the Board's Policy on Program Approval can be resolved.

RECOMMENDATION

The Council on Academic Affairs and Programs (CAAP) reviewed this NOI for quality, duplication, centrality, demand and fiscal resources in accordance with Board policy. The Council recommends to AAPC and the full Board approval / disapproval of this request from the UI without the development of a full proposal.

COMMITTEE ACTION

To agree by consensus to forward to the full board for its consideration and action the NOI, to establish a Center for Secure and Dependable Software at the University of Idaho with a recommendation to approve/not approve/table.

BOARD ACTION

It was moved by _____, seconded by _____ and carried to approve/disapprove/table the establishment of a Center for Secure and Dependable Software at the University of Idaho as described in Item 9.

10. Program Review/Approval Process

BACKGROUND:

Staff in concert with the institutional chief academic officers continue to evaluate, review and monitor Board policies. As a consequence of that effort, questions have been raised about the language in the Board's Policy on Program Approval and Discontinuance. Those inquiries have focused on the authority of the Executive Director to approve certain academic and vocational program units such as Centers, Departments, Divisions, etc.

DISCUSSION:

The Board's chief academic officer wishes to place this item on the agenda in the attempt to receive AAPC and Board input before taking this item to CAAP for consideration and recommendation of the various options. Once the Committee and Board have discussed the issues, CAAP will incorporate Board intent/comments into SBOE policy as needed.

RECOMMENDATION:

Information only; no recommendation at this time.

COMMITTEE ACTION:

Information only; no action required at this time.

11. Articulation Progress Report

BACKGROUND:

The public postsecondary institutions are currently working on identifying technical programs that will articulate to similar academic programs, both intra- and inter-institutionally. Due to the interest of Board members, the legislature and the public on this topic, the institutions will periodically report on their progress to date at AAPC meetings until the process is completed.

DISCUSSION:

CAAP continues to work together and with the faculty, department, colleges and the State Division of Vocational Education to meet the SBOE's charge regarding articulation of appropriate applied technical and academic programs by November 1999. To date, each public institution has initiated campus activities to realize the completion of the Board's instructions by the November 1999 deadline.

RECOMMENDATION:

Information only; no recommendation at this time.

COMMITTEE ACTION:

Information only; no action required at this time.